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## HOME ECONOMICS.

ALICE P. NORTON.

THE life of the home and its occupations are so intimately interwoven with all the experiences of the child that any study which centers in those experiences will enter upon the domain of home science. Accordingly work with the children which might be included here will be found under history, geography, and nature study. Such work will be supplemented by further study of foods and food materials and their preparation for the table; by instruction in some of the simple household processes; and by some study of the house itself, its structure, its heating, and its ventilation. The object of all the work will be, not to make housekeepers, but to train the children in habits of orderliness and right living, which will be applied at home as well as elsewhere; and to bring them into closer sympathy with the home life.

Every opportunity will be embraced to utilize the daily recurring needs of the pupil in the school, as motives for the work. The luncheon of the primary classes will furnish the occasion for a certain amount of cookery, and for instruction in the orderly setting of the table, the proper cleansing of dishes, and the care of the room. The ordinary housekeeping required of each child in the care of his desk, and the maintenance of the cleanliness of the room, will be extended to include the repairing of accidental damages, such as scratches and stains upon the desks. For this a study of the wood and its finish will be necessary, and this, in turn, will lead to experiments as to the effect of various substances upon the different kinds of finish.

The correlation of the work will be carried out in two ways. The history and geography will be carefully observed, that any opportunity may be improved to add to the force and value of those subjects, by working with the food products of the different countries and peoples. On the other hand, the work in cookery will suggest many problems to be solved in science and number, and will require writing, drawing, and reading to supplement it. In the primary grades the subject will be taught

by the grade teacher. This will often insure a closer correlation with the rest of the work than would otherwise be possible.

In the pedagogic school the work will be of two kinds—that designed for general teachers and a course for special teachers of domestic science. The former will be given with two objects: (1) to give the teacher such an insight into the subject that she may introduce into her own classes such parts as are best fitted for her purpose, and that she may gain sympathy with the work of the special teacher; (2) that she may be able to exercise a more intelligent supervision over the health of her pupils; to know whether or not they are well nourished; and to provide, so far as is in her power, good sanitary conditions in the schoolroom. Two courses will be offered. The first, in food and nutrition, will include a study of food and food values, with a few lessons in the preparation of food, and will be supplemented by a course in the physiology of nutrition in the physical training department. The second course will be on school sanitation, and will deal largely with the chemical and physical aspects of the problem, while the physiological effects of bad sanitary conditions will be traced in another course in physical training.

The work for special teachers of domestic science is planned to cover a period of two years. The subjects included may be grouped as follows:

I. Elementary work in natural science: (1) chemistry, (2) physics, (3) physiology, (4) bacteriology, (5) botany.

II. The study of the home and of the household application of these sciences. The most important topics considered will be: (1) food and food materials, (*a*) composition and nutritive value, (*b*) source and manufacturing processes, (*c*) adulteration and dangers, (*d*) preparation and serving; (2) the house, (*a*) situation and architecture, (*b*) plumbing and drainage, (*c*) heating and ventilation, (*d*) finishing and furnishing of the house; (3) clothing, (*a*) hygiene of clothing.

III. General courses, to give power in teaching and to familiarize the student with general educational methods: (1) psychology and philosophy of education; (2) history and literature; (3) geography; (4) mathematics.

IV. Related modes of expression and of hand-work: (1) speech; (2) physical training; (3) drawing, painting, modeling; (4) sloyd; (5) textile work; (6) cookery. The art and textile work will be directly applied to the decoration of the house.

V. Practice work in teaching, and observation of model lessons, both in general grade work and in the household arts.

The main subjects for October will be psychology, geography, chemistry, and introductory work in the home. Topics suggested for discussion are: The relation of the home to other social institutions. Its importance and function in society. The value of training children in the household arts. The purpose in teaching domestic science, and its place in the educational scheme.

REFERENCES: Small and Vincent, *An Introduction to the Study of Society*; Dewey, *The School and Society*; Richards, *The Cost of Living*; Dike, *Annual Reports of National League for the Protection of the Family*, 1890-1900; Henderson, "Social Technology," in *American Journal of Sociology*.

## FRENCH.

LORLEY ADA ASHLEMAN.

THERE can be no one set method for the study of a language. The soul of the method is the image growth. Image growth is never the growth of one image to the exclusion of another; never do any two images grow in exactly the same manner. To know French is to have an acquaintance with the genius of the language; to feel, instead of translating, a word. The thought of the language must not come through the intermediary of one's own language. The knowledge of the everyday speech of a people is necessary for the intelligent appreciation of its literature. In the acquirement of the everyday speech, each and every teacher in the school must help the language teacher in the foreign language. For the language study must not be isolated; it must not be a cunningly arranged vocabulary. The vital part, true correlation with other educative interests, must not be missing.

Teachers in charge of materials and hand-work are especially needed at the beginning of the study of a language. Games and simple gymnastic methods; cooking, sewing, manual training, nature study; the formation of mountains, rivers, plains; the modeling and study of flowers, trees, and animals, represent the strongest interest of a little child, and permit him to grasp sentences as a whole with very little intermediate English. The directions are given in French by the teacher, who suits the